Reading Toolkit: Grade 5 Objective 2.A.2.d

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 2. Identify and use text features to facilitate understanding of informational texts

Objective d. Use organizational aids

Assessment Limits:

Titles, chapter titles, and subtitles

Headings, subheadings

Tables of content

Numbered steps

Glossaries

Indices

Transition words

Other organizational aids encountered in informational texts

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Lesson Seeds
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Activities

- The teacher will place students in small groups or teams. Provide teams with a packet of passages from various informational texts. Around the room display a series of subheadings that might precede the informational passages in the packets. Student teams must read the passages, locate the correct subheadings for them, and place those passages beneath the subheadings. After the procedure is complete, students must defend their choice of subheadings based upon text. Teacher Note: Packets distributed to students may have some of the same passages while others may be different.

- The teacher will prepare two presentations of the same informational text so that one text has a variety of organizational aids such as headings, subheadings, glossaries, etc. while the other text will have no organizational aids. Divide the class in half. Half of the class will receive the text with organizational aids while the other half of the class will receive the text from which organizational aids have been removed. Give the entire class a series of questions that can be answered from the text. Students should read the text and then answer the questions. The teacher will time students and determine an average completion time for each half of the class. The teacher and students should review answers for accuracy. Based upon the degree of accuracy and amount of time taken to answer questions, students will determine the benefits of organizational aids. Teacher Note: This same procedure might be used with any organizational aid or text feature.

- Students will preview an informational text. The teacher will present the students with a series of topics to be explored from the text or a series of questions to be answered from the text. Among the organizational aids embedded in the text, such as titles, subtitles, transition words, etc. have students determine the best ones for locating specific information. In class discussion students will explain the reasons for their choices.

- The teacher will provide the students with a series of informational texts on the same topic and some specific purposes for their reading of those texts. Students will preview the texts based upon their focus on tables of contents in the texts. Next, relying upon tables of contents and preview of texts, students will order the texts from least to most beneficial for their reading purposes. In class discussion students should explain how the tables of contents helped them create their order. Teacher Note: This procedure might be used with small groups of students depending upon the availability of materials.

Clarification

Reading Grade 5 Indicator 2.A.2

To show proficiency of the skills stated in this indicator, a reader will be able to identify, use, and analyze text features. These text features are purposeful and send visual signals to the reader about the nature and use of the content. As the complexity of texts increases, these features lead readers first to make predictions about the text and later to draw conclusions from the text.

In order to gain full comprehension of a text, a reader should use print features and analyze text features. A reader should take note of the use of bold or italic type, font type and size, colored type, underlining, and quotation marks, which allow insight into the relative importance and organization of a text. These varied uses of print features focus a reader's attention on specific aspects of text and help a reader gauge the importance of ideas and their relationship to each other.

Effective use and analysis of graphic aids is necessary to comprehend informational text. When using graphic aids, a reader should be able to identify the information the aid provides and determine a purpose for its use. Photographs and illustrations with or without captions deliver a quick insight into the content of a text. Cartoons relay an author's attitude and can, with minimum text, serve as a persuasive device. Maps, graphs, diagrams, and tables deliver much information from minimal text. Combining the information a graphic provides with effective use of print features enhances a reader's comprehension of a total text. This, in turn, allows a reader to draw conclusions about the importance of the information.

Using and analyzing informational aids is a vital component in text comprehension. A preview of text helps a reader prepare for accessing information. Timelines, glossed words (words defined within the text), bulleted lists, and pronunciation keys throughout the text assist a reader in securing specialized information that will increase comprehension. Recognition of transitional words helps a reader follow a sequence of events or development of an idea, argument, or persuasion. Footnotes and works cited establish a source from which a student can judge the reliability of a text. Analyzing informational aids in combination with print and graphic aids supports the comprehension of a text.

When a reader uses and analyzes the organizational aids in a text, he or she focuses on a general outline of information that contributes to meaning. Tables of contents set the order in which information is presented while titles, subtitles, headings, and subheadings within a chapter or section establish a sequence or degree of importance of that information. These aids along with other standard features such as glossaries and indices help a reader develop understanding of a text.

To use and analyze online information, a reader needs to use and analyze online features effectively. Once a reader knows the location and use of the URL, he or she can access additional sources of information through hypertext links or drop down menus. Knowing how these features work allows a reader to maneuver through a website to read with purpose and gather information.

URL
Uniform Resource Locator is the address of the website.
Home Page
This page is the first one in a website.

Hypertext Links
Highlighted or underlined text will take a user to another website which has related information. A link to another website is indicated when the cursor moves over highlighted or underlined text and the cursor changes to a hand with a pointed finger. Left clicking the cursor allows a user to access that website.
Drop Down Menu
These menus and lists are signaled by inverted pyramids. When the inverted pyramid is clicked on, a series of other sources appears.
Sidebar
Information, such as site maps, lists, or explanations of the site, are set off in boxed text.

Locating the sponsor of a website combined with focused reading helps a reader judge the reliability of a source. Using certain elements of print, graphic, and organizational aids, a reader can make judgments about online text and construct meaning from it.

As readers have more experiences with these skills and with increasingly complex texts, their cognitive abilities will also increase. Experienced readers will be able to identify, explain, and analyze how all text features can support the main idea of a text. Readers will understand how these features contribute to and complement each other to help a reader construct meaning of an entire text.

Public Release #1 - Selected Response (SR) Item

Handout(s):

- Air Travel

Reading Grade 5 Objective 2.A.2.d

Read the story 'Air Travel' and answer the following question. Under which subtitle would you find information about the *Concorde*?

A. The World's First Airplane
B. Airliners
C. Supersonic Jets
D. The Future of Air Travel

Correct Answer:
C

Handouts

Air Travel

by Dorothy Francis

Have you ever wished you could fly like a bird? People have always been interested in things that fly. Artist and inventor Leonardo da Vinci drew pictures of flying machines in the 1500s, but the means to build them did not exist.

In Paris in 1783, Frenchman Joseph Montgolfier built the first hot-air balloon that could carry people suspended in a basket. He and his brother were the first passengers. Later, other people flew in balloons, and hot-air ballooning is still a hobby enjoyed by many people today.

Sir George Cayley was determined to solve the riddle of human flight. In the late 1700s, he worked in a home laboratory where he studied aerodynamics and mechanics. After experimenting with materials and designs, he flew in his first model glider in 1804. It was as big as an airplane but it had no engine. Other inventors improved on his glider, and today pilots fly them on fast, exciting rides.

The World's First Airplane

Hot-air balloons and gliders fascinated Orville and Wilbur Wright when they were children. They also liked to make toy helicopters. As men, they built bicycles for a living, but creating flying machines was their hobby. They attached propellers and an engine to a glider and called it a flyer. In 1903, Orville flew their flyer for twelve seconds in the world's first airplane flight.

Many early airplanes had two sets of wings that let them make sharp turns and rolls. In World War I (1914–1918), pilots engaged in shooting battles called biplane maneuvers, or dogfights. Such dogfights marked the beginning of air fighting.

Also in the early 1900s, engineer Igor Sikorsky tried to build a helicopter. When his first attempts failed, he turned to working on airplane designs, but his interest in helicopters remained. In 1939, he built the first American helicopter. It could fly straight up or down, forward or backward, or side to side. It also could stand still in the air. Today, helicopters have many uses in times of both peace and war.

Airliners

In the early 1930s, many Americans began flying in airplanes. Planes were getting bigger and they could fly faster and farther. Seaplanes could even land on water. Passenger planes took on sleek designs similar to today's airliners.

The Boeing 247, launched in 1933, was the first modern airliner. After takeoff, its wheels folded up into the wings, letting it slip easily through the air.

Another of America's first modern planes was the DC-3. It could fly 180 miles per hour and carry twenty-one people.

Rotary engines and propellers powered planes until a German company produced jet engines. In jet planes, a fan sucks air into the front of the engine. Burning engine fuel releases compressed gases under great pressure. These gases exit through the engine's back, thrusting the plane forward.

Record-Setting Flights

In a daring solo flight in 1927, Charles Lindbergh flew across the Atlantic Ocean, from New York to a hero's welcome in Paris. His plane, *The Spirit of St. Louis*, is on display in Washington, D.C.'s Smithsonian Institution.

Five years after Lindbergh's historic flight, Amelia Earhart was the first woman to fly alone across the Atlantic. While attempting to circle the globe in 1937, Earhart's plane was lost. Her disappearance remains a mystery.

Jet engines allowed planes to go even faster and farther. There are many kinds of jet planes, and the 747-400 and the 777 are two of the best known. In 1991, newly developed F-117A stealth fighter-bombers helped the United States and its allies win the Persian Gulf War. These planes were built with curved or angular surfaces made of special materials that reduced radar reflection and allowed the planes to approach their targets without detection.

Supersonic Jets

In time, engineers developed supersonic jet planes that traveled faster than sound. The Concorde, a supersonic jet, is today's fastest commercial plane. It was unveiled in 1967 and today it is the world's only supersonic passenger jet. Unfortunately, a crash in 2000 grounded all Concordes until the investigation into the cause is completed.

The Future of Air Transportation

In 1957, the Soviet Union launched the first space satellite, Sputnik, and the race to explore space began. In 1961, Alan Shepard was the first American launched into space. A year later, John Glenn was the first American to orbit the Earth. Seven years after that, astronauts Neil Armstrong and Edwin Aldrin Jr., walked on the moon.

Although astronauts now live aboard space stations that are orbiting the Earth, it will probably be years before average citizens can travel into outer space. Nevertheless, if you would like to visit a distant planet and see an asteroid up close, someday it may be possible.

People working in the land, sea, and air transportation fields often conduct business and measure success by using things like concrete and steel. Yet transportation is really about something more vital: people. No matter how complex our various means of transportation become, the final goal is getting people and things we produce quickly and safely from here to there.